

Marsh Green Primary School Teaching and Learning Policy



MARSH GREEN TEACHING AND LEARNING POLICY

Aims and Purposes

Teaching and learning is the core purpose of our school. It is the process through which our pupils achieve and make progress.

At Marsh Green we have a constant focus on raising standards which must always be focused on the children. Continued and sustained improvement is dependent upon improving the quality of teaching and learning that is taking place on a daily basis.

Marsh Green has a clear expectation that all pupils are provided with high quality learning experiences that lead to consistently high levels of pupil achievement.

We expect every teacher to be a good teacher – no child deserves less.

By adopting a whole school approach to teaching and learning across our school, we aim:

- To ensure high quality teaching that enables the acquisition of skills, knowledge and understanding which will be of use to all future learning
- To promote, facilitate and enable the inclusion of children with disabilities and special educational needs
- To provide a broad and balanced curriculum which provides opportunity for all pupils to acquire content through variation and differentiation
- To promote a wide range of enrichment experiences which enable children to make connections between all forms of learning
- To develop lively and enquiring minds through encouraging children to question and discuss issues, in order to make informed decisions
- To promote positive attitudes, good behaviour and moral understanding. To nurture self-esteem so children are motivated to learn and to develop an ability to co-operate and work with others.
- To provide a spiral curriculum that provides opportunities for children to revisit learning, whilst constantly learning new content, in order to enhance long term memory and embed basic skills.

There is no single formula for improving teaching and learning in school. However this policy outlines some of the elements which are key to raising standards in teaching and learning. It also sets out a broad structure for lessons based on best practice and research linked to how we best learn.

When reading this policy it is important to remember that adopting a broad template for structuring lessons does not preclude:

- Spontaneity
- Creativity
- Imagination
- Individuality
- Flexibility

...unless you let it!

School Expectations

We expect all pupils to uphold our school values:



- Staff are role models and have high expectations of themselves and all pupils
- Teachers are expected to impart knowledge accurately and with enthusiasm which generates high levels of commitment from pupils.
- We expect pupils to make rapid and sustained progress in lessons.
- We expect teachers to systematically check understanding, intervening when needed.
- We expect pupils to be challenged and where appropriate individual needs to be met.
- We expect teachers to provide high quality marking and constructive feedback to pupils that assists in next steps.

Teaching

We expect:

- Staff to have secure subject knowledge and understanding –when support is needed teachers can seek advice from Senior Leaders or subject coordinators.
- Staff to plan appropriately for all groups of children and access high quality resources.
- That every lesson has a clear Learning Intention (LI) which is explained to the class and which remains on display throughout the lesson.
- That success criteria is used in all core subject lessons. It must be visible throughout the lesson and used for assessment purposes in the plenary.
- That all lessons demonstrate key elements of good AFL practice.
- That activities are varied and differentiated to ensure that children explore, develop and practice new skills/ concepts.
- That staff cater for a range of differing learning styles and cultural diversity thus ensuring pupil participation and understanding.
- Staff to provide appropriate resources which support learning outcomes and provide challenge for the more able.
- That staff have high expectations of presentation, quality and quantity of work.
- TA's to be fully involved and active in lessons.
- That all staff are familiar with the Marsh Green Teaching Timeline and use it to guide practice.

MARSH GREEN TEACHING AND LEARNING POLICY

Expectations of Learning

Pupils provide high levels of engagement, commitment and cooperation within learning time.

Pupils respond well to teachers and lessons proceed without interruption.

Pupils respond readily to the challenge of the tasks set, show a willingness to concentrate on them, and make good progress.

Work is sustained with a sense of commitment and enjoyment.

Pupils are sufficiently confident and alert to raise questions and to persevere with their work when answers are not readily available.

They are provided with the skills to evaluate their own work and encouraged to do this every lesson.

Marsh Green Teaching Timeline

Intro 20 mins	Introduce learning objective and success criteria	AFL strategies used throughout (Possible exit points for key groups, independent or with TA support)
	Direct teaching of new learning and modelling (TA active participation with pupils)	
	Interactive strategies (think/rehearse/reflect)	
	Set out expectation for end of the session	
Main activity 30 mins	Children reflect on previous learning and marking	AFL strategies used throughout
	At least 30 minutes focused activity children are independent. The teacher continues to teach through focused groups.	
	Mini plenary used within independent learning time to: make connections/address misconceptions and refine/rehearse	
Plenary 10 mins	Address success criteria and learning within groups – who has achieved?	AFL strategies used throughout
	Demonstrate depth when appropriate using application questions	
	Teacher evaluation next step – where do we go from here?	

MARSH GREEN TEACHING AND LEARNING POLICY

Curriculum

Our curriculum is broad and balanced focusing on depth of learning and mastery of content. This enables teachers to remain with subject/topic for longer ensuring pupils have mastered the content before accelerating into new material. We use a range of resources to support our curriculum:

- The new Primary National Curriculum 2014
- The Early Years Foundation Stage Framework 2021
- The Barking and Dagenham Agreed Syllabus for Religious Education
- Floppy's Phonics
- Big Writing Adventures for English
- Nelson Handwriting Scheme
- Collins 'My Life' for PSHE
- Power Maths and White Rose for maths
- Plan Bee to support all other subjects
- PE programme of study

Assessment

Assessment is not a singular activity; it is both about the measurement of performance at a given point in time and the ongoing process of Assessment For Learning (AFL). These assessments are against National Curriculum objectives to ascertain whether children are working at age related expectation.

Each term we have an assessment week which enables teachers to use assessments and wide a range of evidence to draw upon to develop a comprehensive picture of where the child is currently working in relation to age related expectations.

We track all pupil performance and in particular identify those pupils at risk of underachievement. Additionally, we also ensure that those children who have accelerated capacity have appropriate opportunity to succeed.

MARSH GREEN TEACHING AND LEARNING POLICY

In an Outstanding Lesson at Marsh Green Primary School . . .

-  The teacher will demonstrate excellent subject knowledge.
-  The teacher will demonstrate consistently high expectations of all pupils.
-  The pupils know what they are learning and know how they will be successful.
-  All pupils are engaged in and enjoy the lesson in a highly stimulating and disciplined learning environment.
-  The teacher will use effective ongoing assessments to build the learning before, during and after the lesson. (Afl)
-  The teacher will create lots of opportunities for pupils' active learning.
-  Meaningful pupil talk ensures that pupils are involved in the lesson and all contribute in some form.
-  The teacher uses carefully chosen open questions to extend pupils' learning and understanding.
-  The teacher ensures that resources, including other adults, make a significant contribution to the pupils' learning.
-  Therefore ... pupils make better than expected progress over time and standards are raised.

Lesson Structure Non-Negotiables

Every lesson will have:

- Date, Learning Intention, Picture Stimulus, Key Vocabulary, Process based Success Criteria
- Teacher Modelling - using I do, we do, you do
- Pupil Talk will outweigh adult talk
- Questioning – how will you know what learning has taken place? Questions can be pre-planned allowing for differentiation.
- A Plenary – can be more than one and must refer to the Learning Intention and Success Criteria, have all pupils made progress and why? How will this impact on future planning?

Learning Strategies Non-Negotiables

- No hands up - Use of lollipop sticks to promote active thinking and whole class participation.
- Talk partners
- Children coming to the board to demonstrate their thinking
- Sharing of work to be both visual and auditory
- The learning environment is an integral part of the lesson
- Reference to previous and future learning
- Effective deployment of additional adults – what is their impact?

Teaching and Learning Environment Non-Negotiables

- Vocabulary displayed in a large font – so can be read easily – black font on white is best
- Displays to reflect a broad, balanced curriculum and current learning
- Dedicated English and Maths display and Phonics in KS1
- Balance of learning stimulus and pupil work

General Display

- Weekly Timetable
- Medium Term Planning
- Assessment information
- Any groups that the children work in e.g. Guided Reading, Spelling, Reading Rangers
- Values and Vision
- Penalty Point chart
- Attendance chart
- Monitors
- Medical Needs

Physical Resources

- One green pencil pot between two
- Correct rulers for the key stage

Classroom Organisation

- Pupil seating should have clear sightlines to the front
- Tables clear at the end of the day